**Tool 5.1: What are data?**

**Directions:** Teams thinking about improving teaching and learning can find a lot more information than just grades and test results. Data-driven schools in Alabama used these data sources in the school improvement process. Review the list, then brainstorm what other data may be available. Determine as a team which sources you want to use.

**STATE AND NATIONAL TEST RESULTS** **SCHOOL CLIMATE**  
\*State mandated subject area tests \* attendance records  
\*Writing assessments \*Counseling referrals  
\*Graduation exams \*Discipline reports (with trend analysis)  
\*College entrance exams \*student Comments to counselors, teachers  
\*Advanced placement exams   
\*Yearly progress reports  
\*National Assessment of Educational Progress **SCHOOLWIDE ASSESSMENTS**  
(NAEP) \*School report cards  
 \*School improvement Plan yearly assessments  
**COMMERCIAL ASSESSMENTS** \*Collective analyses of student work  
\*Packaged program assessments \*School-wide writing assessments  
\*Individual reading assessments \*Products of accreditation processes  
 \*Reports from school walk-throughs

**CLASSROOM ASSESSMENTS** **OTHER STUDENT DATA**  
\*Daily and unit tests \*Course assignments  
\*Student portfolios \*College admission data  
\*Checklists \*Quarterly, interim, and final grades  
\*Running records \*Dropout data  
\*Evaluations of student projects \*Minutes/records of student support team  
\*Examples of student work \*Special education referrals

**SURVEYS** **OTHER DATA**\*Student \*Student honors and awards  
\*Parent \*Student and parent demographic information  
\*Community \* Results of teacher action research  
\*Uncertified Staff \*Reports from teachers  
\*Targeted teacher surveys by grade level and \*Academic lab and library usage  
content area( program effectiveness, staff development \*Faculty turnover rate  
needs, technology, library, paperwork, duties, etc) \*registration data  
  
**Tool 5.3: Reflecting on the data**

**Directions:** Think about what you learned from examining student information and data, and write your responses to the questions. Discuss your answers with your team. Have a recorder make notes of big ideas and decisions from this discussion.

What sources of data did we examine?

SAT-10 & ARMT Scores, DIBELS Scores, Scott Foresman Data, Discipline records & Attendance

What parts of these data really caught our attention?

The correlation of low achievement on all data samples

What parts of these data encourage you the most?

Discipline and attendance are not a factor for 80% of the focus group.

What parts concern you the most?

All data examined shows low achievement in reading, especially fluency and comprehension

What differences, if any, are there in grades, attendance, and behavior among our students?

Among the focus groups there were few differences in grades and behavior.

Do some groups of students achieve at higher levels than others? If so, to what degree?

The girls in the focus group achieve at a slightly higher level.

Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more?

The majority of the group is not working to potential.

Which groups appear to need instruction more tailored to their learning styles?

Special needs/resource students

What other questions does this data raise for you?

How do we provide adequate intervention for our special needs students and those students who are not identified/don’t qualify, but aren’t achieving with Tier III intervention

What are the implications for what our professional learning team should focus on this year?

**\*Strengthening Intervention**

**\*Identifying and responding to learning styles**

**Tool 5.4: Deciding on a team focus**

**Directions:** What is your team’s instructional focus for next year? Discuss and record this decision after analyzing and reflecting on student and subgroup data. This information will be used to help you craft your team goal.

What student strengths do these data highlight?

Decoding skills are improving

What student needs do these data highlight?

Fluency and reading comprehension

What are the implications of the data we examined for our professional learning team?

We are not reaching special needs students

On what areas could we focus our collective efforts? What are the pros and cons of each?

Intervention (Particularly 4-6)

Which area will we select as an intensive focus for our team’s work?

4-6 Reading Comprehension and Intervention (Tiers II and III)

What results do we want for our students by the end of the school year?

Improve reading comprehension by at least 5% for special needs students

**TEAM FOCUS:** General area of student need we will address.

Reading Comprehension for grades 4-6

Intervention for grades 4-6